

## SS/Literacy Unit 1 Lesson 1 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
<b>Essential Question</b> What is a community? <b>Guiding Questions</b> Why do we have rules in our homes, community, and schools? What does a social studies classroom look like? How does your school compare to schools in other parts of the world?		<b>Weekly Correlated Lessons</b> <b>CLLG MINILESSON Story Structure p. 40</b> Introduce trade books on communities and government. Use both fiction and nonfiction. Use one or more to reinforce story structure and summarization. <i>Journeys pp 15-32 A Fine, Fine School</i>  Introduce to students that they will be examining communities within the United States and throughout the world during this school year. They will be learning about communities through the lens of a geographer, historian, political scientist, and economist. Discuss the role of each with students and use the terminology as you study communities throughout the year. This week they will be establishing classroom rules and routines (political scientist) and learning about schools around the world (geographer).	
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	<a href="#">Preamble to the Constitution Activity</a> <a href="#">Classroom Constitution</a> <a href="#">Classroom Constitution Planning</a> <a href="#">Launch Word Wall</a> <a href="#">Launch Learning Logs</a>  <a href="#">Schools Around the World</a> <ul style="list-style-type: none"> <li><a href="http://mamasmiles.com/exploring-geography-kenyamaasai-people-living-in-the-northern-rift-valley/">http://mamasmiles.com/exploring-geography-kenyamaasai-people-living-in-the-northern-rift-valley/</a></li> <li><a href="http://www.kcedventures.com/blog/kids-go-to-school-around-the-world">http://www.kcedventures.com/blog/kids-go-to-school-around-the-world</a></li> </ul> Skype or virtual tour of a school in another country.  <a href="#">Hamid Letter</a> <a href="#">Go to School for a Day in Namibia!</a> <a href="#">Building Bridges for Young Learners School</a>  As you read about schools around the world, use the following terminology to describe where they are in the world in relationship to Arkansas: latitude/longitude; cardinal and intermediate directions; absolute and relative location; hemisphere;	
What does a social studies classroom look like? Map Skills Schools Around the World <i>Bully Proofing Your School</i>	<b>Skill:</b> Story structure <b>Strategy:</b> Summarize <b>Genre:</b> Humorous Fiction Informational Text <b>Writing:</b> Shared Writing		
<b>Writing</b>	<b>Vocabulary</b>		
What would it be like to play a game without rules?  Shared Writing: Classroom Constitution	community            government cooperate            responsibility law                      rule democracy            Namibia globe                    continents latitude                longitude map title               absolute location relative location      equator hemispheres          Prime Meridian map key                compass rose cardinal directions		
<b>Assessments</b>			
Classroom Constitution (Refer to " <a href="#">Classroom Constitution</a> " lesson.) Note: In lesson 2 students will begin a Government Handbook and the classroom Constitution will be a page placed in the book.  <a href="#">World Map</a>			

Technology Extension

The students will work collaboratively to create a storyboard/power point describing a typical day at school. (Refer to the lesson, Schools Around the World.)  
The students will draw or take photos of daily activities. Then they will insert the pictures with captions (complete sentences and correct spelling) into the power point/storyboard.

continent; country. Use a map key to locate places.

Harcourt Social Studies Textbook  
SS pp 110-113 Geography Review  
SS pp 26-29 Communities Near and Far  
SS pp 30-31 Map Skills Find Directions and Distances  
SS pp 88-89 Map Skills Latitude and Longitude

Additional Lessons/Resources

[Smart Exchange: "How to Read Maps"](#)

[www.LRSD.org](http://www.LRSD.org) "History" Read about the history of your school.

(When you go to the web page click on visitor. Then click on "history of the LRSD" to find the history of your school.)

Harcourt SS Text pp 14-19 What is a Community? (Use the content of this lesson to introduce communities and lead a discussion about communities.)

Harcourt SS text pp 18 Two-Column chart

Harcourt SS Text pp 252-253 Being a Good Citizen

Note: Anti Bullying lessons 1-6 will be taught the first 9 weeks of school.

*Bully Proofing Your School: Working with Victims and Bullies in the Elementary School*

Note: Lessons in green indicate technology lessons.

Standards

Social Studies SLEs

C.4.3.1 Discuss why government is necessary at the local level

C.4.3.2 Describe responsibilities and services of local government

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

G.1.3.1 Define *absolute location*

G.1.3.4 Identify on which continent and in which *hemispheres* the United States is located

G.1.3.5 Identify the following using a globe or a map: *Equator, Prime Meridian, North Pole, South Pole*

G.1.3.7 Identify the seven continents

G.1.3.11 Explain the purpose of a *physical map*

G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*

G.1.3.13 Locate *places* on contemporary maps using *cardinal* and *intermediate directions, map scales, legends, and titles*

G.1.3.14 Label physical features on maps and globes: rivers, lakes, oceans, mountains, islands, desert, coast, *peninsula*, plain, *plateau*, *legend/key*

G.3.3.1 Discuss different types of transportation and communication links between communities

### Common Core

#### Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.4a Read on-level text with purpose and understanding.

#### Writing Standards

CC.3.W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

## SS/Literacy Unit 1 Lesson 1 Integrations (continued)

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> What is a community? <b>Guiding Questions</b> Why do we have rules in our homes, community, and schools? How does your school compare to schools of the past? How do we learn about the past through primary and secondary sources?		Weekly Correlated Lessons CLLG MINILESSON Story Structure p. 40 Journeys pp 34-35 <i>One-Room Schoolhouses</i> Vocabulary Reader <i>Schools Then and Now</i>  Discuss role of a historian in learning about communities and the importance of learning about the history of communities. Introduce primary and secondary sources as tools historians use to learn about the past.  <a href="#">Schools Then and Now</a>  <a href="#">Life in a One Room School House Arkansas</a> —Use to discuss primary and secondary sources. Share by reading to class or put on Smartboard to discuss. Choose which sources you want to use with students. Chart in lesson can be used to compare a school day in the past to student's today. <ul style="list-style-type: none"><li>Recommended: Photographs of One-Room Schoolhouses/What Can You Learn from Historic Photos?</li></ul> Suggested read aloud <a href="#">Hannah</a> by Gloria Whelan This story can be used to compare schools in late 1800s. It can also be used to reinforce bullying curriculum. <ul style="list-style-type: none"><li><a href="#">Hannah PowerPoint Chapters 1-5</a></li></ul>
Social Studies Focus	Literacy Focus	
School Past and Present <a href="#">Bully Proofing Your School</a>	<b>Skill:</b> Story Structure <b>Strategy:</b> Summarize <b>Genre:</b> Characteristics of Different Genre (Fiction & Nonfiction) <b>Writing:</b> Sentences/Sentence Structure	
Writing	Vocabulary	
Using a graphic organizer compare schools in the past to today's schools. Use the chart in <a href="#">Life in a One Room School House in Arkansas</a> . Write 3 sentences describing school life in the 1900's. Write 3 sentences that describe school life today.	Historic Places Arkansas Historic Preservation Program Primary Sources Secondary Sources Additional vocabulary will need to be introduced depending on which selections you use from the "Life in a One Room School House Arkansas" lesson.	
Assessment		
The students will work collaboratively to create a storyboard/power point describing a typical day at school. (Refer to the lesson, <a href="#">Schools Around the World</a> .) The students will draw or take photos of daily activities. Then they will insert the pictures with captions (complete sentences and correct spelling) into the power point/storyboard.		
Standards		
<b>Social Studies SLEs</b> G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas. G.3.3.2 Describe human settlements. H.6.3.2 Examine historical people and events of Arkansas.		

**Common Core****Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CC.3.SL.2 Determine the main idea and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, or orally.

**Writing Standards**

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## SS/Literacy Unit 1 Lesson 2 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> What is a community? <b>Guiding Question</b> How do citizens contribute to their community? What are your rights and responsibilities as a citizen?		<b>Weekly Correlated Lessons:</b> CLLG MINILESSON Conclusions p. 42 <a href="#">Responsibilities of a Good Citizen</a> Journeys pp 46-64 <i>The Trial of Cardigan Jones</i> by Tim Egan; Journeys pp 66-67 Readers Theater <i>Jury Duty</i>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	This week students will study communities through the lens of a political scientist.  <a href="#">Citizen Me Lesson</a> <a href="#">Citizen Me PowerPoint</a> <a href="http://www.icivics.org/teachers/lesson-plans/citizen-me">www.icivics.org/teachers/lesson-plans/citizen-me</a> Have Citizen Pyramid completed by end of this week. <a href="#">Just a Spoonful of Rights Makes the Responsibility Go Round Lesson</a> <a href="http://www.learningtogive.org/lessons/unit44/lesson3">www.learningtogive.org/lessons/unit44/lesson3</a>  <a href="#">Alphabet Book Activity---Rights/Responsibilities/Privileges</a> The Democracy Project Activity that provides practice for students to distinguish between a right/responsibility/privilege.   <b>Additional Lessons/Resources</b> "An Interdisciplinary Approach to Understanding the Legal Process" – <a href="#">The Mock Trial of Dr. Desoto</a>
Citizenship Rights and Responsibilities <b>Bully Proofing Your School</b>	<b>Skill</b> Conclusions <b>Strategy</b> Infer/Predict <b>Genre</b> Fantasy, Reader's Theater <b>Writing</b> Narrative Personal	
<b>Writing</b>	<b>Vocabulary</b>	
By the end of this week's story everyone thought Cardigan was guilty. Did you agree? Why or why not? Write about a time that someone accused you of something that you were not guilty of doing?	responsibility consequence common good volunteer court public works council rights jury trial mayor privilege	
<b>Assessment</b>		
Introduce <a href="#">Government Handbook</a> <ul style="list-style-type: none"><li>Complete School/Home Rights and Responsibilities</li></ul> Citizen Pyramid (Refer to the <a href="#">Citizen Me Lesson</a> )  <a href="#">Government Handbook</a> is an ongoing project to be completed by end of Lesson 4		

**Standards****Social Studies SLEs**

- C.4.3.1 Discuss why government is necessary at the local level
- C.4.3.2 Describe responsibilities and *services* of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)
- C.4.3.3 Identify the three levels of government: local, state, federal
- C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)

**Common Core****Reading Standards for Literature**

- CC.3RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- CC.3.RL.3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
- CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

- CC.3RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

**Speaking and Listening Standards**

- CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.
- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.
- CC.3.SL.4a Read on-level text with purpose and understanding.
- CC.3.SL.4c Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

- CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- CC.3.W.3.d Provide a sense of closure.

## SS/Literacy Unit 1 Lesson 3 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> What is a community? <b>Guiding Question(s)</b> What are some characteristics of people who have made or are making a difference in their communities? What does it mean to make a difference in your community? How can citizens contribute to the improvement of a community through service projects?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Understanding Characters p. 44 Journeys pp. 79-100 <i>Destiny's Gift</i> (Discuss everyday heroes in the book) Journeys pp. 103-105 <i>Kids Making a Difference</i> After reading this week's stories, have students identify ways they can make a difference in their school or local community. Identify possible areas of need in the community that citizens could become involved in helping.  Discuss how in times of tragedy everyday citizens have become heroes. Use this discussion to introduce 9/11 and the role of citizens.  The following lesson and resources can be used to teach about the heroes of 9/11: <a href="#">Brave Individual: 9/11 Memorial</a> (Everyday Heroes) If you don't have the book referenced in the lesson, choose another book with the same theme. Bravemole by Lynne Jonell <a href="#">Remembering Heroes: 9/11 Memorial</a> <a href="#">9/11 Service Learning</a> Lesson <a href="#">9/11 Memorial Website/Lesson Plans</a>  <b>Social Studies Textbook Resources:</b> Harcourt SS Text pp 254-257 Everyday Heroes WB pg. 6 Identify everyday heroes in your community. WB pp 67 Duties of a Citizen  <b>Additional Lessons/Resources</b> 9/11 Memorial Website Lesson " <a href="#">Teaching Tolerance and Embracing Differences</a> " supports Bully Curriculum and relates the 9/11 Attack on the World Trade Center.
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Citizenship Rights and Responsibilities 9/11 Bully Proofing Your School	<b>Skill:</b> Understanding Characters <b>Strategy:</b> Analyze/Evaluate <b>Genre:</b> Realistic Fiction Informational <b>Writing:</b> Narrative Personal	
<b>Writing</b>	<b>Vocabulary</b>	
Kids help out in <i>Destiny's Gift</i> as well as in <i>Kids Making a Difference</i> . Write about a time you helped your school or local community.	responsibility consequence common good volunteer citizen hero role model memorial sacrifice	
<b>Assessment</b>		
Work collaboratively on <a href="#">Government Handbook</a> . <ul style="list-style-type: none"> <li>City/State Rights and Responsibilities</li> </ul> Use completed pyramid from last week to have students write their responsibilities for school, home, city, state in their Government Handbook.		



**Standards****Social Studies SLEs**

C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection)

C.5.3.2 Describe how citizens contribute to the improvement of a community (e.g., service projects, volunteerism)

**Common Core****Reading Standards for Literature**

CC.3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RL.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CC.3.RL.3 Describe characters in a story (e.g., traits, motivations, or feelings) & explain how their actions contribute to the sequence of event

CC.3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters

**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.4a Read on-level text with purpose and understanding

**Writing Standards**

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d Provide a sense of closure.

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## SS/Literacy Unit 1 Lesson 4 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
<b>Essential Question</b> What is a community? <b>Guiding Question</b> What role does national, state, and local government play in your community? What are the roles and duties of the President? What are the qualifications of the President and how is he elected?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Compare and Contrast p. 46 Journey pp 115-136 Pop's Bridge (Discuss role of government in building bridges. Examine the Constitution to determine responsibility) <a href="#">Constitution Day: The Office of the President According to the Constitution</a> <ul style="list-style-type: none"> <li>• <b>Collage-</b> Roles and Responsibilities of President and Requirements to be the President of the United States (Office of President Lesson)</li> <li>• <a href="#">Constitution</a> This is a summary of the Constitution (Share segments with students)</li> <li>• After examining the U.S. Constitution, review Classroom Constitution from Lesson 1 and decide if any modifications or additions should be made.</li> <li>• <a href="#">Preamble to the Constitution Activity</a></li> </ul> Use the resource below and Harcourt SS text pp. 290-295 to teach U.S. symbols. <a href="#">U.S. Symbols PowerPoint</a> <a href="#">U.S. Symbols PowerPoint</a> Complete one of the following: <ul style="list-style-type: none"> <li>• <a href="#">iSymbols Activity</a></li> <li>• Patriotic Symbols of the U.S. Activity (Fact Book) ---In groups each student will be assigned or choose one of the symbols and complete the activity. These will be compiled into a U.S. symbol fact book. Each page should be illustrated.</li> </ul> <a href="#">Levels of Government Organizational Chart</a> —Use to take notes. <a href="#">Three Branches of Government Student Background Information</a> Harcourt Social Studies Text <ul style="list-style-type: none"> <li>• Constitution Day pp 270-271</li> <li>• Local Government pp 272-277</li> <li>• State and National Government pp 280-285</li> <li>• Explore Your Community's Government pp 304-05</li> <li>• Discover Your Community pp 32-37</li> </ul> <b>Additional Resources"</b> <a href="#">Summary of the U.S. Constitution</a> Journeys Vocabulary Reader: Supreme Court (Lesson 2)	
<b>Social Studies Focus</b>	<b>Literacy Focus</b>		
Constitution Day U.S. Symbols Local/State/National Government Role of the President Bully Proofing Your School	<b>Skill</b> Compare & Contrast <b>Strategy</b> Infer & Predict <b>Genre</b> Historical Fiction, Informational Text <b>Writing</b> Editing, Revising, Publishing		
<b>Writing</b>	<b>Vocabulary</b>		
Write an introduction to the Government Handbook telling readers why it is an important document. Include a short description of how citizens can help their community by participating in government.  Continue writing (edit/revise/publish) a time you helped (were a responsible citizen) in your community. (Personal Narrative)	heritage national symbols historic site Senate legislative House of Representatives judicial Supreme Court executive President county county seat mayor governor Congress		
<b>Assessment</b>			
<a href="#">Government Handbook</a> . Three Branches of Government and Levels of Government Government Handbook Rubric <a href="#">iSymbols Activity</a>			

**Standards****Social Studies SLEs**

C.4.3.1 Discuss why government is necessary at the local level.

C.4.3.2 Describe responsibilities and services of local government (e.g., law enforcement, fire protection, public parks, public schools, roads)

C.4.3.3 Identify the three levels of government:

- Local
- State
- federal

C.4.3.4 Identify the fundamental ideals of democracy (e.g., human rights, justice, common good, equal opportunity)

C.5.3.1 Examine the significance of national symbols and the role they play in fostering effective citizenship (e.g., National Anthem, Liberty Bell, Pledge of Allegiance, American Flag, Statue of Liberty, United States Constitution)

**Common Core****Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CC.3.SL.1c Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4a Read on-level text with purpose and understanding

CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., also, another, and, more, but) to connect ideas within categories of information

CC.3.W.3d Provide a sense of closure.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).

## SS/Literacy Unit 1 Lesson 5 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
<b>Essential Question</b> Can an individual make a difference? <b>Guiding Question</b> How have individuals contribute to the common good of the community? What challenges have individuals faced in addressing local, regional, and global problems at various times and places? What opportunities have they created in addressing local, regional, and global problems at various times and places?		<b>Weekly Correlated Lessons:</b> CLLG MINILESSON Cause and Effect p. 48 Journeys pp 150-172 <i>Roberto Clemente</i> by Jonah Winter Journeys Lesson 5 Biography <a href="http://www.smithsonianmag.com/history-archaeology/Roberto-Clemente-The-King-of-Beisbol.html">http://www.smithsonianmag.com/history-archaeology/Roberto-Clemente-The-King-of-Beisbol.html</a> <a href="#">Roberto Clemente Readers Theater Play</a> <a href="#">Background Roberto Clemente</a> Find other books and reading selections on Roberto Clemente. Compare the types of information found in the different text you read.  For the next three weeks students will learn about people that have made a difference in their community with an emphasis on Arkansans and Hispanics. They will culminate their study by writing an informative description about how that individual made a difference. Use the chart below to record information on people you study. <ul style="list-style-type: none"> <li><a href="#">People Who Bring About Change NoteTaking Graphic Organizer</a></li> </ul> <b>Modern-Day Heroes: People Who Are Making a Difference</b> (Teaching Tolerance) This lesson uses yearly CNN featured heroes. You can go the website to substitute other heroes. You will need to preview to choose age appropriate heroes to feature for this lesson. <a href="#">CNN Heroes Website</a> (Includes their story in text that can be printed and a video clip that students can view) Use this lesson to teach about people (heroes) from different communities that stand up for what they believe in. Click on the people in the lesson for information about them and their roles in the community. Irene Zola Jeff Par Wanda Butts Sal Dimiceli Dr. George Bwelle <a href="#">(Video Clip)</a> Jake Wood Taryn Davis Marlo Manning Mary Cortani <ul style="list-style-type: none"> <li>People Who Make A Difference Chart</li> </ul>	
<b>Social Studies Focus</b>	<b>Literacy Focus</b>		
People Who Bring About Change Hispanic Heritage Month Arkansans <i>Bully Proofing Your School</i>	<b>Skill:</b> Cause and Effect <b>Strategy:</b> Visualize <b>Genre:</b> Biography, Poetry <b>Writing:</b> Topic Sentences		
<b>Writing</b>	<b>Vocabulary</b>		
If you were going to write an informational paragraph about the different people you have been introduced to this week, you would need a topic sentence. The topic sentence should relate to the theme of "People Bring Change". Compose a topic sentence that could be used to develop a paragraph about one of more of the individuals you study this week. You will be gathering information over the next three weeks to complete a writing assignment on one individual.	hero                      common good contribute                citizen role model                bravery Dolores Huerta          Cesar Chavez		
<b>Assessment</b>			
People Who Made a Difference Chart ( <a href="#">Modern-Day Heroes: People Who Are Making a Difference</a> lesson)  Cause and Effect Change ( <a href="#">Side by Side Curriculum Guide</a> ) Choose one of the other people you have studied this week and complete a Cause and		Side by Side: The Story of Dolores Huerta and Cesar Chavez/Lado a Lado: La Historia de Dolores Huerta y Cesar Chavez by Monica Brown <a href="#">Side by Side Curriculum Guide</a> <ul style="list-style-type: none"> <li>Complete the Cause and Effect Chain p. 5 to help students understand</li> </ul>	

Effect T-Chart on events in their lives.

The activities, writing and assessments for this lesson will continue into next week.

why Huerta and Chavez chose to help the cause of migrant farm workers.

- <http://teacher.scholastic.com/activities/hispanic/history.htm> biographies and activities for celebrating Hispanic Heritage Month (September 15-October 15, 2013)

Compare challenges of Roberto Clemente to those of Dolores Huerta and Cesar Chavez or others that have made a difference in their communities.

**Social Studies Textbook Resources:**

Harcourt SS Text pp. 254-257

WB pp. 68 Everyday Heroes

Harcourt SS Text 162-167

**Standards**

**Social Studies SLEs**

H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)

H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)

H.6.3.7 Analyze a *timeline* that illustrates selected historical events

**Common Core**

**Reading Standards for Informational Text**

CC.3RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.4a Read on-level text with purpose and understanding.

**Writing Standards**

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

## SS/Literacy Unit 2 Lesson 6 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> Can an individual make a difference? <b>Guiding Questions</b> How have individuals contribute to the common good of the community? What challenges have individuals faced in addressing local, regional, and global problems at various times and places? What opportunities have they created in addressing local, regional, and global problems at various times and places?		<b>Weekly Correlated Lessons:</b> CLLG MINILESSON Cause and Effect p. 48 <i>Journeys Max's Words</i> Sequence the events in the story of one of the heroes you read about this week. After students have chosen the individual they are going to write they will begin reading about that person and collecting information on them. Have students sequence the events that are important to writing about that person. This will be used to create a timeline next week. <ul style="list-style-type: none"><li><a href="#">Timeline Graphic Organizer</a></li></ul> <b>Continue from last week:</b> <a href="#">Modern-Day Heroes: People Who Are Making a Difference</a> (Teaching Tolerance) Use this lesson to teach about people (heroes) from different communities that stand up for what they believe in. <ul style="list-style-type: none"><li><a href="#">People Who Make A Difference Chart</a></li><li><a href="#">Profile of an American Hero</a></li></ul> <b>Arkansans</b> (Use the resources below to gather information on Arkansans that have made a difference) <a href="#">People Bring Changes</a> <a href="#">Encyclopedia of Arkansas</a> —Resource <a href="#">Arkansas History Lesson: Arkansans</a> ----Resources  <a href="#">People Who Bring About Change NoteTaking Graphic Organizer</a> (You will need to add the Arkansans you read about this week to your graphic organizer)  Continue from last week and use the Scholastic website to read biographies about other Hispanics that have made a difference. Add them to you Graphic Organizer. <i>Side by Side: The Story of Dolores Huerta and Cesar Chavez/Lado a Lado: La Historia de Dolores Huerta y Cesar Chavez</i> by Monica Brown
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
People Who Bring About Change Hispanic Heritage Month Arkansans <b>Bully Proofing Your School</b>	<b>Skill</b> Sequence of Events <b>Strategy</b> Question <b>Genre</b> Humorous Fiction, Poetry <b>Writing</b> Informative Descriptive	
<b>Writing</b>	<b>Vocabulary</b>	
Choose one of the people you have studied and describe how that individual made a difference. Write a topic sentence for the one you chose. The topic sentence should relate to the theme of "People Bring Change". You will continue to gather information to complete this writing assignment.	hero                      common good contribute              citizen role model                bravery Dolores Huerta        Cesar Chavez Roberto Clemente	
<b>Assessment</b>		
People Who Made a Difference Chart ( <a href="#">Modern-Day Heroes: People Who Are Making a Difference</a> lesson)  Have students choose the individual they will be writing about. Model writing together using Roberto Clemente texts. Then students complete the same process with another		

<p>historical figure.</p> <ul style="list-style-type: none"> <li>Graphic Organizer</li> <li>Choose a historical figure. Describe how he or she made a contribution to society.</li> </ul> <p><a href="http://www.readwritethink.org/files/resources/interactives/timeline_2/">http://www.readwritethink.org/files/resources/interactives/timeline_2/</a></p>	<p><a href="#">Side by Side Curriculum Guide</a></p> <ul style="list-style-type: none"> <li><a href="http://teacher.scholastic.com/activities/hispanic/history.htm">http://teacher.scholastic.com/activities/hispanic/history.htm</a> biographies and activities for celebrating Hispanic Heritage Month (September 15-October 15, 2013)</li> </ul> <p>Compare challenges of Roberto Clemente to those of Dolores Huerta and Cesar Chavez or others that have made a difference in their communities.</p> <p><b>Social Studies Textbook Resources:</b>  Harcourt SS Text pp. 254-257  WB pp. 68 Everyday Heroes  Harcourt SS Text 162-167</p>
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**Standards**

<p><b>Social Studies SLEs</b></p> <p>H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement)</p> <p>H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez)</p> <p>H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events</p> <p><b>Common Core</b></p> <p><b>Reading Standards for Informational Text</b></p> <p>CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p> <p>CC.3.RI.2 Determine the main idea of a text; recount the key details &amp; explain how they support the main idea.</p> <p>CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently</p> <p><b>Speaking and Listening Standards</b></p> <p>CC.3.SL.2 Determine the main ideas &amp; supporting details of a text read aloud or information presented in diverse media &amp; formats, including visually, quantitatively, &amp; orally</p> <p>CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts &amp; relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>CC.3.SL.4a Read on-level text with purpose and understanding.</p> <p><b>Writing Standards</b></p> <p>CC.3.W.2b Develop the topic with facts, definitions, &amp; details.</p> <p>CC.3.W.2c Use linking words &amp; phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information</p> <p>CC.3.W.2d Provide a concluding statement or section.</p> <p>CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.</p>	<p>15</p>
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## SS/Literacy Unit 2 Lesson 7 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> Can an individual make a difference? <b>Guiding Question</b> How have individuals contribute to the common good of the community? What challenges have individuals faced in addressing local, regional, and global problems at various times and places? What opportunities have they created in addressing local, regional, and global problems at various times and places?		<b>Weekly Correlated Lessons</b> Journeys <i>What do Illustrators do?</i>  Create a timeline on the individual you have researched. This should include graphic features such as pictures or photographs.  <b>Complete writing assignment and other activities from previous two weeks.</b>  Dreams Lesson---Examine the story of a person from a Chicana (Mexican American) and how her painting tells a story about culture. <ul style="list-style-type: none"><li>• <a href="#">Fact and Opinion Worksheet</a></li><li>• <a href="#">Beds for Dreams Painting PDF Copy</a></li><li>• <a href="#">Beds for Dreams Painting Online</a></li><li>• <a href="#">Carmen Lomas Garza Website</a>--- Includes biographical information, information on the painting, and additional links to interview with the artist.</li></ul> <a href="#">World Map</a>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
People Who Bring About Change Hispanic Heritage Month Arkansans <b>Bully Proofing Your School</b>	<b>Skill:</b> Sequence of Events Text and Graphic Features <b>Strategy:</b> Analyze/Evaluate <b>Genre:</b> Informational Text <b>Writing:</b> Informative Descriptive	
<b>Writing</b>	<b>Vocabulary</b>	
Complete Informative Descriptive writing on chosen individual.	hero common good contribute citizen role model bravery Dolores Huerta Cesar Chavez Roberto Clemente	
<b>Assessments</b>		
Create a timeline using readwritethink as a non-fiction graphic feature to add to your writing assignment. <a href="http://www.readwritethink.org/files/resources/interactives/timeline_2/">http://www.readwritethink.org/files/resources/interactives/timeline_2/</a>		
<b>Standards</b>		
<b>Social Studies SLEs</b> H.6.3.2 Examine historical people and events of Arkansas (e.g., Maya Angelou, Civil War, civil rights movement) H.6.3.6 Recognize individuals who contributed to the common good of society (e.g., Rosa Parks, Susan B. Anthony, César Chávez) H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events		



**Common Core****Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.

CC.3.SL.4a Read on-level text with purpose and understanding.

**Writing Standards**

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

## SS/Literacy Unit 2 Lesson 8 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How do communities change over time? <b>Guiding Questions</b> How do communities differ? (urban, rural and suburban)		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Conclusions p. 54 Journeys—Harvest Birds—CLLG p. 54—Minilesson Drawing Conclusions  CLLG MINILESSON Sequence of Events p. 50 <i>The Little House</i> by Virginia Lee Burton (Sequence the events in the story) Draw pictures to show changes throughout the book to the Little House.  <a href="#">Rural, Urban, and Suburban Communities</a> <a href="#">How Do Communities Change From Rural to Urban</a> Harcourt SS text pp 42 -65 Urban Communities, Suburban Communities, Rural Communities Harcourt SS text pp. 64-65 Explore your Community  <b>Additional Lessons/Resources</b> <a href="#">Types of Communities</a> <a href="#">Communities T-Chart</a>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Rural, Urban and Suburban Communities <b>Bully Proofing Your School</b>	<b>Skill:</b> Conclusions Sequence of Events <b>Strategy:</b> Question <b>Genre:</b> Humorous Fiction, Poetry <b>Writing:</b> Informative Descriptive	
<b>Writing</b>	<b>Vocabulary</b>	
Write a description of either a rural, urban, or suburban community. Use characteristics of communities for information.	rural urban suburban population collage	
<b>Assessment</b>		
Your Community Collage- Students will create a community collage <a href="#">Which Community is the Best and Why?</a> <a href="#">Characteristics of Communities</a> <a href="#">Which Community?</a>		

**Standards**

**Social Studies SLEs**

G.2.3.3 Identify reasons people live in *rural*, *urban*, and *suburban* areas

**Common Core**

**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.1c Ask questions to check understanding of information presented stay on topic & link their comments to the remarks of others.

CC.3.SL.1d Read grade-appropriate irregularly spelled words.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

CC.3.SL.4a Read on-level text with purpose and understanding.

**Writing Standard**

CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of inform

CC.3.W.3.d Provide a sense of closure.

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CC.3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

## SS/Literacy Unit 2 Lesson 9 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources	
<b>Essential Question\</b> <b>How do communities change over time?</b> Where in the world is Little Rock, Arkansas?  <b>Guiding Questions</b> How has the community of Little Rock changed over time? How do maps reflect the history of a community?		<b>Weekly Correlated Lessons</b> CCLG MINILESSON Cause and Effect p. 56 Journeys—Kamishibai Man <a href="#">Invention Lesson</a> <b>Additional Lessons/Resources</b> You Tube Video Art of Kamishibai <a href="http://www.youtube.com/watch?v=jtaj9K8A1cc&amp;feature=related">http://www.youtube.com/watch?v=jtaj9K8A1cc&amp;feature=related</a>	
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	Use the lessons and resources below to examine how our community/city has changed over time. Discuss how technology has contributed to these changes.  Use the <a href="#">PowerPoint Little Rock Photographs---</a> to draw conclusions about how Little Rock has changed, especially transportation, communication, and economics (what types of jobs did/do people have?) What clues do you find to show these changes? <a href="#">How Do Communities Change from Rural to Urban</a> (This was last week's lesson and can be used to relate to Little Rock)  <a href="#">Where in the World is Little Rock, Arkansas Lesson</a> Compare Little Rock Then and Now: <a href="#">PowerPoint Little Rock Historical Maps-</a> (Use Google Earth to show Little Rock today and make comparisons) Harcourt SS text pp. 220-221 Compare Historical Maps <a href="#">PowerPoint Little Rock Photographs---</a> <a href="#">Little Rock: A Long Time Ago and Today</a> ----Project Completed by Mrs. Hestir's Class, Terry Elementary during the 2009-10 school year. Great content and a model for student project.  <b>Social Studies Textbook</b> Harcourt SS Text pp 156-159 Communities Through Time Harcourt SS Text pp168-169 Primary and Secondary Sources (Introduce with Historical Maps and Little Rock Photographs PowerPoint) Harcourt SS Text pp 160-161 Read a Time Line  <b>Additional Lessons/Resources</b>	
Changes in Little Rock <b>Bully Proofing Your School</b>	<b>Skill:</b> Cause and Effect Conclusions <b>Strategy :</b> Infer/Predict <b>Writing:</b> Topic Sentence		
<b>Writing</b>	<b>Vocabulary</b>		
Write a complete sentence under pictures used in collage that shows how Little Rock has changed.	timeline      primary sources decade      secondary sources century      historical maps		
<b>Assessment</b>			
Examine photographs and cite evidence of how our community has changed. Create a visual such as a collage that demonstrates an understanding of how Little Rock has changed. Additional photographs can be found at: <a href="http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&amp;entryID=970">http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&amp;entryID=970</a> (You can print these photographs and have students work in pairs to examine them for clues of how Little Rock has changed.)			

	<p>Historic Arkansas (<a href="http://www.historickansas.com">www.historickansas.com</a>) – Loan Boxes can be obtained for the classroom that provide hands on items that give students clues to Little Rock’s history. Contact the museum to reserve.</p> <p>A Brief History of Little Rock – (<a href="http://www.littlerock.com/famous/history">www.littlerock.com/famous/history</a>)</p> <p>Online history of population timelines and historic events that transformed Little Rock (<a href="http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&amp;entryID=970">http://www.encyclopediaofarkansas.net/encyclopedia/entry-detail.aspx?search=1&amp;entryID=970</a>)</p>
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**Standards**

**Social Studies SLEs**

- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.2.3.3 Identify reasons people live in rural, urban, and suburban areas.
- G.3.3.1 Discuss different types of transportation and communication links between communities
- G.3.3.2 Describe human settlements(e.g. cities, towns, communities, villages)
- H.6.3.10 Examine land development and its impact on a community.

**Common Core**

**Reading Standards for Informational Text**

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.
- CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally
- CC.3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.
- CC.3.SL.4a Read on-level text with purpose and understanding.
- CC.3.SL.4 Use context to confirm or self-correct word recognition & understanding, rereading as necessary.
- CC.3.SL.6 Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.

**Writing Standards**

- CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
- CC.3.W.2b Develop the topic with facts, definitions, & details.
- CC.3.W.2c Use linking words & phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information
- CC.3.W.2d Provide a concluding statement or section.

## SS/Literacy Unit 2 Lesson 10 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How has technology changed how we live and work in communities around the world in the past and present? <b>Guiding Question</b> How did the inventions of Thomas Edison make life easier in our community? What impact have different inventions had on local, regional, and global communities?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Main Ideas and Details p. 58 Journeys T384 <i>Young Thomas Edison</i> Student Books 350-352 Moving Pictures The following provide additional resources <a href="#">Thomas Edison's Inventions and Patents</a> <a href="#">Thomas A Edison and the Menlo Park Laboratory</a> <a href="#">AAAS Science NetLinks Thomas Edison for Kids Interview Laurie Carlson</a> (Can use even if book not available Thomas Edison by Laurie Carlson) <a href="#">Inventors Lesson</a>  Provide students with biographies on other inventors and discuss the impact of the various inventions on the community? Explore positive and negative impacts of each invention. <a href="#">Inventors At Play</a> Inventor's Stories  <a href="#">History of Invention Lesson</a> --- Use this lesson to examine a timeline of inventions, take notes on inventions, share how one or more early inventions on the timeline are necessary for the development of a later invention and the effect of inventions on people's lives and how they shaped communities/societies. <ul style="list-style-type: none"> <li>• <a href="#">History of Invention Timeline</a></li> <li>• <a href="#">History of Invention NoteTaking</a></li> </ul> <a href="#">Technology: Past, Present, and Future</a> —This lesson and the assessment at the end of the lesson provide questions to guide the student to a deeper understanding of the impact of technology over time on people and their communities. <b>Social Studies Textbook Resources</b> Harcourt SS text pp. 170-175 Inventions in Communities Harcourt SS text pp 196-198 Building Communities
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
The impact of technology on communities.	<b>Skill:</b> Main Ideas & Details <b>Strategy:</b> Summarize <b>Genre:</b> Biography, Informational Text <b>Writing:</b> Informative/Opinion	
<b>Writing</b>	<b>Vocabulary</b>	
Which of Thomas Edison's inventions do you think was most important? Provide details (cite evidence) to support your opinion.	Inventions Technology Thomas Edison	
<b>Assessment</b>		
Write about which of Thomas Edison's inventions you think was most important. Tell about the invention and include details describing the invention. Provide details to support why you think it was his most important invention.  <i>My Innovative Lesson----</i> Introduce and begin brainstorming community problems. Students will work together in groups to design an invention that addresses a need or problem that individuals in a community have. Provide examples such as how someone has invented ways to clean water cheaply in places in the world that don't have clean water.		

**Standards****Social Studies**

G.3.3.1 Discuss different types of transportation and communication links between communities

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

**Common Core****Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.4a Read on-level text with purpose and understanding.

**Writing Standards**

CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support the opinion.

CC.3.W.2b Develop the topic with facts, definitions, & details.

## SS/Literacy Unit 3 Lesson 11 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How has technology changed how we live and work in communities around the world in the past and present? <b>Guiding Question</b> How did the inventions of Thomas Edison make life easier in our community? What impact have different inventions had on local, regional, and global communities?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Fact and Opinion p. 60  Students will continue to examine inventions that have impacted communities past and present. They will explore how others have identified what they believe to be the inventions that have had the greatest impact. Individually, in groups and as a class you will generate a 10 Most Important Inventions list and justify why each was chosen. Finally, students will work to identify a community need and possible invention that would address that need. <ul style="list-style-type: none"><li>Individually, have students think about what they believe are the most important inventions that have changed the world. Have them share with a partner.</li><li>As a class brainstorm what you believe are the most important inventions that have changed the world.</li><li>In groups have students decide what they believe are the Top 10 Inventions that Changed the World. They need to include a rationale or statement of why they chose each invention.</li><li>Each group will share their list including why they chose each.</li><li>Share the following list from the internet or do a Google Search for Top Inventions and share those. Discuss the impact of each invention and why people's opinion of what the most important inventions are may differ. Which inventions appear on more than one list? Why do you think so? How did each invention impact communities then and now? <a href="#">Encyclopedia Britannica's The Greatest Inventions of All Times</a> <a href="#">Top 10 Inventions Scientific America</a> <a href="#">What Were the 20 Best Inventions Ever?</a></li><li>As a class decide on a Top 10 inventions list. A justification for why each invention was chosen should be determined. Use the work done last week and the <a href="#">History of Invention Timeline</a> for reference.</li><li>Brainstorm problems or issues that communities or individuals in communities have. I.e. People with diseases that cause blindness—Share the recent invention that that addresses this (<a href="#">Argus II Prosthesis System</a>). Discuss community issues such as litter or what to do in case of a disaster such as flooding or tornadoes. Student will use these to begin work on the "My Innovative Lesson".</li></ul>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
The impact of technology on communities.	<b>Skill</b> Fact & Opinion <b>Strategy</b> Question <b>Genre</b> Biography <b>Writing</b> Informational Text	
<b>Writing</b>	<b>Vocabulary</b>	
One of the most important inventions ever is... Write about the invention you chose providing factual information. Include information about its importance to the community. (See Research Assessment)	Technology Invention	
<b>Assessment</b>		
Research – How does technology change communities? (Focus: Why was it needed?) Choose an invention from those studied this week. Who developed it? How does this invention help people? How do you think this invention changed the way people live? Would you consider this a successful invention? Why or why not? How has this invention changed since it was first invented? Groups will present their findings to the class. Choose a method for these presentations. i.e. poster (You may want to have students choose one of the inventions from the Class Top 10) Innovative Invention Project.  "My Innovative Lesson" You will not need to do the display board for this lesson. <ul style="list-style-type: none"><li><a href="#">Waterworks Water Purifier Inventor Ashok Gadgil</a></li><li><a href="#">Inventors' Sketchbook</a></li><li><a href="#">Build a Better Pencil—ScienceNetLinks</a></li></ul> <a href="http://www-tc.pbskids.org/designsquad/pdf/parentseducators/DS_Invent_Guide_Full.pdf">http://www-tc.pbskids.org/designsquad/pdf/parentseducators/DS_Invent_Guide_Full.pdf</a>  <i>Example of an invention to solve community problem: Invent a shelter that could be</i>		



used in an emergency situation such as tornado, hurricane, earthquake, or getting lost.

**Social Studies Textbook Resources:**

Harcourt SS text pp. 170-175 Inventions in Communities

**Additional Lesson:**

[Technology and Inequality](#) (There are some good questions in this lesson that can be used even if you don't do the lesson itself)

This lesson provides students with an understanding of why technology is not always available to all communities. Students can compare technology in their daily lives with that of other places in the world. They can also compare present technology with that of earlier times and examine the role of technology in the development of communities.

<http://techland.time.com/2013/11/14/the-time-invention-poll/> Graphs and charts of Time Inventor Poll results.

**Standards**

**Social Studies SLEs**

G.3.3.1 Discuss different types of transportation and communication links between communities

H.6.3.8 Compare *artifacts* from events in various periods of history

H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)

**Common Core**

**Reading Standards for Informational Text**

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.2 Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally

**Writing Standards**

CC.3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CC.3.W.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CC.3.W.1b Provide reasons that support the opinion.

CC.3.W.2b Develop the topic with facts, definitions, & details.

CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information

CC.3.W.2d Provide a concluding statement or section

CC.3.W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

## SS/Literacy Unit 3 Lesson 12 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How do we really know what happened in the past? Why do people feel compelled to discover things? <b>Guiding Question</b> Why did people want to explore the Americas? Which dates are important for historians to remember when studying societies? Why are these dates important?		<b>Weekly Correlated Lessons</b> The Science Fair CLLG MINILESSON p. 62 Story Structure  Over the next two weeks we are going to learn about two tools historians use to learn about what happened in the past. We are going to learn about how to use timelines to develop an understanding of how to establish the chronology of when events occurred and how events are affected by other events. We are also going to explore how artifacts tell us about the past. Use the explorer information sheet to gather information of the following explorers connected to Arkansas: (Click on each explorer to find information) <ul style="list-style-type: none"> <li>• <a href="#">Hernando Desoto</a></li> <li>• <a href="#">LaSalle/ DeTonti</a></li> <li>• <a href="#">Marquette/ Joliet</a></li> </ul> Using the information identify 4-6 important events related to their explorations and record these in chronological order on the Time Line Graphic Organizer. You may not always have an exact date. You may want to jigsaw students and let them provide each other with information on the ones they don't do. <a href="#">Explorer Information Sheet</a> <ul style="list-style-type: none"> <li>• <a href="#">Background Explorers</a></li> </ul> <a href="#">Time Line</a> Using your Time Line Graphic Organizer, <b>choose 6 important events</b> in the life of your explorer. Order the events by date starting with the earliest. Go to: <a href="#">Time Line Generator</a> at teAchnology STEP #1: ADD TITLE STEP #2: ADD EVENT DATES and EVENT DATE/DESCRIPTION STEP #3: GENERATE YOUR TIME LINE
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Early Explorers in Arkansas	<b>Skill</b> Story Structure <b>Strategy</b> Visualize <b>Genre</b> Realistic Fiction, Poetry <b>Writing</b> Narrative Imaginative	
<b>Writing</b>	<b>Vocabulary</b>	
Choose one event on the timeline you developed about one of the explorers and write a story about what happened. (include all elements of the story structure from this week's literacy lesson) This could be a story that you develop together as a class. (Possible Narrative Imaginative connection: You will be exploring a new land for the first time, write a story that tells about your discovery and what you encounter.)	artifact      timeline territory      map key explorers      exploration settlement      chronology history	
<b>Assessment</b>		
<a href="#">Time Line</a> Explorers Map  Use each group's work to create a class book on Early Exploration in		

Arkansas.

**Print** your Time Line.

[Explorers Historical Pictures, Illustrations and Clipart](#) -Use to find graphics to illustrate timeline. See below for instructions.

Try [Classroom Clipart](#) - Explorers. Try typing your explorer's name in the KEYWORDSEARCH at the bottom and click <GO>. When you find an image you want to use,

- Click on the image and hold down the <ctrl> key on the keyboard at the same time.
- Choose <Save image to the desktop> or <Save to iPhoto>.
- Add the image on the newsletter template.

Note: These images can be used solely for EDUCATIONAL PURPOSES in the K-12 classroom. This means that K-12 students may use these images for school projects and reports. When using an image on a webpage the image must include this link "Image Provided by Classroom Clipart."

#### [World Map](#)

Make a map showing the route(s) traveled. (Did you know that mapmaking is called **topography**?) Make sure the starting points and final destinations are labeled on the map. Label the cities, country, continents and oceans. Color your map.

#### Social Studies Textbook Resources:

Harcourt SS AR pp 14-17 Early Arkansas  
 Harcourt SS text pp 190-193 The First Communities  
 Harcourt SS text pp 196-199 Building Communities  
 Arkansas Activity Book pp 30 Arkansas Explorers  
 Harcourt SS Text pp 160-161 Read a Time Line

#### Additional Resources:

[The Encyclopedia of Arkansas](#)---Provides information on early native people and early explorers in Arkansas.

LaSalle's Adventure

<http://www.txarch.org/Kids/lasalle.html>

Jacques Marquette/Louis Jolliet

[http://www.pccua.edu/keough/marquette\\_and\\_joliet.htm](http://www.pccua.edu/keough/marquette_and_joliet.htm)

[Explorer Biographies](#)

Explorer Web Quest <http://questgarden.com/34/13/7/061005130239/index.htm>  
**Webquest—2<sup>nd</sup> Webquest on Explorers**  
<http://questgarden.com/34/13/7/061029062107/>  
 Explorers Wanted Poster Interactive Site  
<http://oakdome.com/k5/lesson-plans/word/explorers-wanted-poster-lesson-plan.php>

## Standards

### Social Studies SLEs

- G.1.3.12 Utilize the map *legend/key* to interpret *physical maps*
- G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas
- G.3.3.1 Discuss different types of transportation and communication links between communities
- G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)
- G.1.3.11 Explain the purpose of a physical map
- H.6.3.7 Analyze a *timeline* that illustrates selected historical events
- H.6.3.8 Compare *artifacts* from events in various periods of history
- H.6.3.16 Identify explorers
  - Hernando Desoto
  - LaSalle/ DeTonti
  - Marquette/ Joliet

### Common Core

#### Reading Standards for Informational Text

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.
- CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

#### Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

#### Writing Standards.

- CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
- CC.3.W.2b Develop the topic with facts, definitions, & details.
- CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information
- CC.3.W.2d Provide a concluding statement or section
- CC.3.W.3d Provide a sense of closure.
- CC.3.W.3 Write a narrative to develop a real or imagined experience or event using effective techniques, descriptive details, and clear event sequences.

## SS/Literacy Unit 3 Lesson 13 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How do we really know what happened in the past? <b>Guiding Question</b> Why did people want to explore the Americas? Which dates are important for historians to remember when studying societies? Why are these dates important? What is Veterans Day? What does it mean to be patriotic?		<b>Weekly Correlated Lessons</b> <b>CLLG MINILESSON pp 64-65 Compare and Contrast</b> Journeys—Yonder Mountain: A Cherokee Legend Student Book pp 430-446; The Trail of Tears Student Book pp 448-450.; Vocabulary Reader—The Daily Life of the Cherokee; Background Cherokee History Student Book p. 428 Journeys p. 429 Compare and Contrast characters Yonder Mountain
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	<a href="#">What We Treasure and Who We Are Lesson</a> (Personal Artifacts) -- Students will be learning about how artifacts help us learn about the past. Instruction for teaching can be found in the above link.  Use the PowerPoint presentations and background information to examine artifacts from Native Americans in Arkansas. Discuss what they tell us about these groups of people. Discuss the importance of artifacts as a tool historians use to learn about the past.  <ul style="list-style-type: none"><li><a href="#">Arkansas Natives PowerPoint</a> Discuss how the pictures on the PowerPoint help provide information about the early Native people in Arkansas.</li><li><a href="#">Indian Nature Resources Power Point</a></li><li><a href="#">Indian Artifact Cards Sort PowerPoint</a></li><li><a href="#">Arkansas Indians Background Information</a></li><li><a href="#">Necessities of Life Arkansas Indians Background Information</a></li></ul> <a href="#">Important Dates in the Lives of Arkansas Natives Lesson</a> ---Use this lesson to add dates to last week’s timeline that reflect important events in the lives of Arkansas Native Americans.  <b>Veterans Day</b> <a href="#">Wall of Peace/ Tribute to all Veterans Lesson</a> (Use this lesson on Veterans Day) <a href="#">Veterans Day PowerPoint</a> <a href="#">Smartboard—What Is Veterans Day</a>
Native Americans in Arkansas Veteran’s Day Using Artifacts to Study History	<b>Skill:</b> Compare & Contrast <b>Strategy:</b> Analyze Evaluate <b>Genre:</b> Legend, Informational Text <b>Writing:</b> Narrative Imaginative	
<b>Writing</b>	<b>Vocabulary</b>	
Artifact Brochure (What We Treasure Lesson) Each student will create a brochure to highlight their person artifact. <ul style="list-style-type: none"><li>Title</li><li>Physical Description of the artifact.</li><li>Description of the significance of the artifact. Why the artifact is so special to their history, their culture, and/or their family.</li><li>Drawing and/or photograph of the artifact.</li></ul>	Caddo Quapaw Osage artifact Paleo Indians territory explorers claim settlement settler chronology history Monument Memorial Anthem Veteran’s Day	
<b>Assessment</b>		
Artifact Brochure  The students will write a response to the question “Why is it important to keep honoring our veterans?” They will support their statement with evidence from the information they received this week on Veterans Day. These will be used to build the “Wall of Peace”.		

<ul style="list-style-type: none"> <li>• <a href="#">Wall of Peace/ Tribute to all Veterans Lesson</a></li> <li>• Brick Template</li> </ul> <p>Timeline—Take information from this week and add to the timeline you have been working on over the last few weeks.</p>	<p><a href="#">Smartboard—Veterans Day Symbols</a>  <a href="#">Veterans Day Resource</a>  <a href="#">2012 Veterans Day Resource</a></p> <p>Harcourt SS text pp – 290-291,293 – Patriotic symbols, flag etiquette  Harcourt SS text pp – 342 – 343 – Mayo Lin, Designer of Vietnam Memorial</p>
<b>Standards</b>	
<p>G.1.3.12 Utilize the map <i>legend/key</i> to interpret <i>physical maps</i>  G.2.3.4 Compare and contrast the human characteristics of early settlements and contemporary communities in Arkansas  G.3.3.1 Discuss different types of transportation and communication links between communities  G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)  G.1.3.11 Explain the purpose of a physical map  H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events  H.6.3.8 Compare <i>artifacts</i> from events in various periods of history  H.6.3.9 Identify ways in which technology has changed the world (e.g., computers, fax machines, cell phones)  H.6.3.16 Identify explorers: Hernando Desoto; LaSalle/DeTonti; Marquette/Joliet  E.9.3.9 Define import and export</p> <p><b>Common Core</b>  <b>Reading Standards for Informational Text</b>  CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  CC.3.RI.2 Determine the main idea of a text; recount the key details &amp; explain how they support the main idea.  CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>Speaking and Listening Standards</b>  CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Writing Standards.</b>  CC.3.W.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension  CC.3.W.2b Develop the topic with facts, definitions, &amp; details.  CC.3.W.2c Use linking words &amp; phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information  CC.3.W.2d Provide a concluding statement or section  CC.3.W.3d Provide a sense of closure.  <b>CC.3.W.3 Write a narrative to develop a real or imagined experience or event using effective techniques, descriptive details, and clear event sequences</b></p>	

## SS/Literacy Unit 3 Lesson 14 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Questions</b> How do we know what really happened in the past? Why did people come to the New World? <b>Guiding Questions</b> What challenges do people have to overcome to settle into an area? What was America's first permanent settlement?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Author's Purpose p. 66 <i>Aero and Officer Mike</i>  <a href="#">Pocahontas Saved the Jamestown Settlers: Fact or Opinion Lesson</a> <ul style="list-style-type: none"> <li>• <a href="#">Pocahontas Image</a></li> <li>• <a href="#">Pocahontas Time line</a></li> <li>• <a href="#">America's Story Pocahontas</a></li> <li>• <a href="#">America's Story A Child Keeps the Peace Between Nations</a></li> <li>• <a href="#">America's Story Pocahontas Meets the English</a> (This would provide background for using segments of the Pocahontas Read Like a Historian Lesson in Additional Resources)</li> <li>• <a href="#">Background Information Pocahontas</a> (For Teacher)</li> </ul> <a href="#">Jamestown Questions and Answers</a> (Use to share information and discuss the site of.  <b>Additional Lessons/Resources</b> <a href="#">Pocahontas Read Like a Historian Lesson</a> —(Great lesson using primary sources)  Jamestown Online Adventure <a href="http://www.historyglobe.com/jamestown/">http://www.historyglobe.com/jamestown/</a>  <a href="#">Pocahontas Read Like a Historian</a> (Great lesson to address how different accounts of the same event may have not presented the same facts. Modifications for the lesson will be needed) Read the historical documents prior to using with students. This lesson should be teacher directed and each reading that is used should be discussed together. As you examine each reading discuss the author's purpose in writing.  Harcourt SS text pp. - 200-203 An English Settlement Harcourt SS text pp. 200-201 – Timeline of the Jamestown Colony Jamestown and challenges the settlers faced. Discuss problems that the
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Jamestown Pocahontas	<b>Skill</b> Author's Purpose (Author's Reasons for Writing) <b>Strategy</b> Summarize <b>Genre</b> Informational Text <b>Writing</b> Imaginative Narrative	
<b>Writing:</b>	<b>Vocabulary :</b>	
Pocahontas was important to the survival of the people of Jamestown. Cite evidence to support you statement.	Pocahontas Jamestown John Smith Primary Sources Secondary Sources	
<b>Assessment</b>		
Pocahontas was important to the survival of the people of Jamestown. Cite evidence to support you statement.  Activities in <a href="#">Pocahontas Saved the Jamestown Settlers: Fact or Opinion Lesson</a> Powhattan Life Painting Analysis  Continue ongoing timeline of events in history and how we know learn more about them using the tools of a historian.		



swamp may have caused.  
Biography on Pocahontas

## Standards

### Social Studies SLEs

- G.3.3.2 Describe human settlements (e.g., cities, towns, communities, villages)  
H.6.3.11 Identify Jamestown as the first permanent American settlement  
H.6.3.12 Discuss John Smith's role and influence in the establishment of a self-sufficient settlement in Jamestown  
H.6.3.19 Identify similarities and differences among the American Indians and Pilgrims: housing, clothing, foods, traditions, tools

### Common Core

#### Reading Standards for Informational Text

- CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers  
CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.  
CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  
CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  
CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

#### Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

#### Writing Standards

- CC.3.W.2b Develop the topic with facts, definitions, & details.  
CC.3.W.2c Use linking words & phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information  
CC.3.W.2d Provide a concluding statement or section.



## SS/Literacy Unit 3 Lesson 15 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> How do we know what really happened in the past? <b>Guiding Questions</b> Why were each of the 13 colonies established? What role did geography play in the development of each colony and their way of life? What was life like in each of the colonies?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Understanding Characters p. 68 <i>Extra Good Sunday</i>  Use books with stories about life in the colonies to identify the plot (problem, events, solution)  <u><a href="#">The Thirteen Colonies Lesson</a></u> (Students will need to go the computer lab to access the family they will research from the lesson) <ul style="list-style-type: none"><li>• <u><a href="#">Smartboard Colonial Life</a></u></li><li>• <u><a href="#">Smartboard Colonial Life and the Thirteen Colonies</a></u></li><li>• <u><a href="#">13 Colonies PowerPoint</a></u></li><li>• <u><a href="#">Interactive Website—Two Families</a></u> <u><a href="http://amhistory.si.edu/house/thishouse/pastinhabitants.asp">http://amhistory.si.edu/house/thishouse/pastinhabitants.asp</a></u> (How do artifacts help us understand what life was like in the past?)</li></ul> Create a class chart as you view the PowerPoint presentations and use other sources to find out about life in the different colonies. Record why people came to the colonies as well. Divide chart into Middle Colonies/Southern Colonies/New England  Explain to students that the colonist were immigrants to the New World. The Native Americans were the only people in North America that did not immigrate to the New World. Over the next few weeks students will be learning about different groups of people that immigrated to the United States.  <u><a href="#">World Map</a></u>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Thirteen Colonies Using the Tools of a Historian to Study the Past	<b>Skill</b> Understanding Characters ( <i>What Characters Say &amp; Do/How Characters Change</i> ) <b>Strategy</b> Infer/Predict <b>Genre</b> <b>Writing</b> Editing, Revising, Publishing	
<b>Writing</b>	<b>Vocabulary</b>	
Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life.	13 Colonies Push/Pull Factors Immigrants	
<b>Assessment</b>		
Use information you have learned about life in the colonies and imagine that you are living in one of the colonies and write about a day in your life. It should demonstrate an understanding of what life was like for the settlers of in the early colonies. You may be from the Middle Colonies, Southern, or New England. Use the website and/or information from other sources used.  Map Questions and Research Questions from <u><a href="#">The Thirteen Colonies Lesson</a></u> .		
<b>Standards</b>		
<b>Social Studies SLEs</b> H.6.3.7 Analyze a <i>timeline</i> that illustrates selected historical events H.6.3.13 Identify the causes for the establishment of the thirteen colonies (e.g., gold, tobacco, religion) H.6.3.8 Compare <i>artifacts</i> from events in various periods of history		

H.6.2.6 Determine how photos and documents are used to gather information about the past.

#### Common Core

##### Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

##### Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.4a Read on-level text with purpose and understanding.

##### Writing Standards

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences

CC.3.W.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CC.3.W.3.d Provide a sense of closure.

SS/Literacy Unit 4 Lesson 16 Integrations			
Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History		Activities/Materials/Resources	
<b>Essential Question</b> Why is it important for people and cultures to construct narratives about their experiences? <b>Guiding Questions</b> Who immigrated to America? What are some reasons people immigrate? What are some obstacles that an immigrant faces? What are some of the differences that immigrants faced in the past compared with immigrants today? What makes America diverse?		<b>Weekly Correlated Lessons</b> <i>Mr. Rubbish Mood</i> CLLG MINILESSON Author's Purpose p. 70 Journeys Unit 4 Lesson 16 T29-36 Journeys Unit 4 Lesson 16 T50-51 After reading <a href="#">Relive a Boy's Journey</a> discuss the author's purpose.  Provide students with books on immigration and have them read them and record information about their experiences on the Immigration Chart. Read books aloud and discuss why the individual or groups came to the United States and their experiences. <ul style="list-style-type: none"> <li>• <a href="#">Immigration Note Taking Chart</a></li> </ul> Students will be studying why different people immigrate to the United States, their challenges, and their cultures. Students will have an opportunity to compare different immigration experiences both past and present. Explain to students that everyone living in the United States has an immigrant past, with the exception of Native Americans. Refer back to the 13 colonies and different groups of people that have come to what is now the United States. Historians call the reasons why immigrants leave their home country <i>push factors</i> and the reasons why they want to come to another country <i>pull factors</i> . Over the last few centuries, millions of people have made their way to America. Some people, like slaves, came unwillingly. But most immigrants were drawn by the promise of greater freedom and opportunity. Discuss the term immigration and provide a definition.	
<b>Social Studies Focus</b>	<b>Literacy Focus</b>		
What Makes our Community Diverse? Immigration	<b>Skill</b> Main Idea & Details Author's Purpose <b>Strategy</b> Monitor/Clarify <b>Genre</b> Informational Text <b>Writing</b> Informative Technical		
<b>Writing</b>	<b>Vocabulary</b>		
Compose a graphic representation that will compare and contrast the experiences of Seymour Rechtzeit and Li Keng Wong. Be sure to include the reasons they immigration, their experiences, challenges and more recent life.	Ethnic group      Diversity Migrate              Culture Tradition            Data Population          Holiday Density               Immigrant Push/Pull Factor Angel Island Ellis Island		
<b>Assessments</b>			
Compare the experiences of Seymour Rechtzeit and Li Kang Wong's in Activity 2 and 3 of the Scholastic Immigration Lesson.  <b>Immigration Chart (Ongoing throughout the unit)</b> <a href="#">World Map</a> ---On a World Map locate where each immigrant originated. Put their name on the map on that location. Use geographic terminology to		<a href="#">Immigration Lesson Plan—Scholastic</a> <ul style="list-style-type: none"> <li>• Activity 1----Use to introduce Immigration. Ellis Island Interactive Tour is not necessary for this lesson. A brief introduction of the role of Ellis Island and immigration will be needed.</li> <li>• Activity 2: <a href="#">Relive a Boy's Journey</a> Scroll down the page to locate link to the story. You may want to print a copy of Seymour Rechtzeit's story for students.</li> <li>• Activity 3: <a href="#">Angel Island: Meet Li Keng Wong</a></li> <li>• Activity 5: <a href="#">Explore Immigration Data</a> (Functional Text) Teacher directed activity. Discuss the types of information provided on the charts, graphs and tables and some of the questions you might ask when examining the data.</li> </ul>	

describe the location and physical characteristics. latitude/longitude--- absolute/relative location---continent/country----landforms/water---	<ul style="list-style-type: none"> <li>• <a href="#">Arrival at Ellis Island---</a> Story/Photos/Audio/Video Scroll down page to Teaching Resources/Link on List of All Immigration Video Resources/Link on Arrival at Ellis Island</li> </ul> <p>Angel Island Resources  <a href="#">Angel Island Immigrant Voices</a>  <a href="#">Pacific Link Immigration</a></p> <p><a href="http://www.tenement.org/education_lessonplans.html">http://www.tenement.org/education_lessonplans.html</a>          Use the textbook to discuss people coming to America and how we became a diverse nation.          Harcourt SS text pp. – 318 -321 – “Dreaming of America, An Ellis Island Story”          Harcourt SS text pp. – 324-329 – “Moving to New Places”</p>
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## Standards

### Social Studies SLEs

G.2.3.2 Identify *cultural* traits of *ethnic* groups that live in Arkansas

G.2.3.1 Discuss several customs in the United States and tell how they originated.

### Common Core

#### Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

#### Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.4a Read on-level text with purpose and understanding.

#### Writing Standards

CC.3.W.2 Write Informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.2a Introduce a topic and group related information together; including illustrations when using to aiding comprehension.

CC.3.W.3d Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

## SS/Literacy Unit 4 Lesson 17 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary Conflicts in History		Activities/Materials/Resources
<b>Essential Question</b> Why is it important for people and cultures to construct narratives about their experiences? <b>Guiding Questions</b> Who immigrated to America? What are some reasons people immigrate? What are some obstacles that an immigrant faces? What are some of the differences that immigrants faced in the past compared with immigrants today? What makes America diverse?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Conclusions p. 72 <i>The Albertosaurus Mystery</i> Journeys Unit 4 Lesson 17  <a href="#">Immigration Lesson Plan—Scholastic</a> <ul style="list-style-type: none"> <li>Activity 4 Meet Young Immigrants (Read stories and/or watch each person's video). They share what it's like being an immigrant today by describing why their families immigrated to the U.S., how they've adjusted to a new country and culture and more. Add each to the chart you began in last week's lesson. Compare their experiences to those of Seymour Rechtzeit and Li Keng Wong from last week's lesson. What conclusions can you draw about the experiences of immigrants from what you have learned?</li> </ul> <p>Introduce Oral History as another tool that historians use to learn about the past and record the present. Students have been learning about immigration through the voices of people that have immigrated to the United States. Use segments of the following lessons from the Tenement Museum to discuss Oral History and the value of it in our study of history.</p> <ul style="list-style-type: none"> <li><a href="#">Tenement Museum Oral History Lesson Plan Grades 1-3</a></li> <li><a href="#">Tenement Museum Oral History Lesson Plan Grades 4-5</a></li> </ul>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
What Makes our Community Diverse? Immigration Oral History	<b>Skill</b> Conclusions <b>Strategy</b> Visualize <b>Genre</b> Informational Text <b>Writing</b> Informational Technical	
<b>Writing</b>	<b>Vocabulary</b>	
Continue work on last week's writing. Compose a graphic representation that will compare and contrast the experiences of Seymour Rechtzeit and Li Keng Wong. Be sure to include the reasons they immigrated, their experiences, challenges and more recent life.	<b>Oral History</b> <b>Primary Documents</b> <b>Secondary Documents</b> <b>Tenement Artifacts</b>	
<b>Assessment</b>		
Graphic Representation—Comparing the experiences of Seymour Rechtzeit and Li Keng Wong. (See Writing)  <b>Immigration Chart (Ongoing throughout the unit)</b> <a href="#">World Map</a> ---On a World Map locate where each immigrant originated.		

Put their name on the map on that location. Use geographic terminology to describe the location and physical characteristics. latitude/longitude---absolute/relative location---continent/country--- landforms/water---

## Standards

### Social Studies SLEs

G.2.3.2 Identify *cultural* traits of *ethnic* groups that live in Arkansas

G.2.3.1 Discuss several customs in the United States and tell how they originated.

### Common Core

#### Reading Standards for Informational Text

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CC.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CC.3.RI.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CC.3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently

#### Speaking and Listening Standards

CC.3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CC.3.SL.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CC.3.SL.4a Read on-level text with purpose and understanding.

#### Writing Standards

CC.3.W.2 Write Informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.3.W.2a Introduce a topic and group related information together; including illustrations when using to aiding comprehension.

CC.3.W.3.d. Provide a sense of closure.

CC.3.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audience.

## SS/Literacy Unit 4 Lesson 18 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> What Makes My Community Diverse? <b>Guiding Questions</b> What evidence do you see of different cultures in your community? What is culture? What are your cultural traditions? What can we learn about different groups of people by learning about the country from which they originated?		<b>Weekly Correlated Lessons</b> CLLG MINILESSON Text and Graphic Features p. 74 Journeys Unit 4 Lesson 18 T pp. 202-214 Discuss the text and graphic features found in the books and resources on different countries.  Review the chart students have been compiling with information on all the immigrants that they have been introduced to either in class or through their reading. Determine the different places in the world that they have left. Have students working individually or in groups pick one of the originated countries to study. Looking at your school population and other countries that are represented, you may add these to those to be researched. Discuss the elements of culture and how important this is to the different groups of people that come to the United States. Culture is a shared set of practices and traditions that characterize a society or group of people. Culture can include clothing, food, traditions, rituals, ceremonies, beliefs, language, family structure, and communication styles. Explain to students that there are different groups of people with different cultures within the countries they will be researching. Their research will provide some general information. One way to find out more about a person or group of people would be to interview someone from a specific area within the country. Why is it important for people to maintain their culture? What evidence do you see of different cultures in your community? <ul style="list-style-type: none"> <li>Country Research</li> </ul> <b>The following links provide information that could be used in completing research:</b> <ul style="list-style-type: none"> <li>Atlappedia (<a href="http://www.atlappedia.com">www.atlappedia.com</a>) Information on "countries A to Z"</li> <li>Infoplease (<a href="http://www.infoplease.com">http://www.infoplease.com</a>) An online almanac with basic information including a country map and flag, all in alphabetical order.</li> <li>Geographia (<a href="http://www.geographia.com/">www.geographia.com/</a>) Website with interesting tourist information, but you need to know which continent your country is on.</li> <li>KidsClick (<a href="http://www.kidsclick.org/">www.kidsclick.org/</a>) Links provided for some popular countries.</li> <li>World Almanac for Kids (<a href="http://www.worldalmanacforkids.com/">www.worldalmanacforkids.com/</a>)</li> </ul>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Cultures What Makes My Community Diverse?	<b>Skill</b> Text and Graphic Features <b>Strategy</b> Question <b>Genre</b> Informational Text & Poetry <b>Writing</b> Narrative Imaginative	
<b>Writing</b>	<b>Vocabulary</b>	
Have students respond to the following question: What Makes My Community Diverse?	<b>Culture</b> <b>Primary Sources</b> <b>Secondary Sources</b> <b>Artifacts</b>	
<b>Assessment</b>		
Immigration Chart (Ongoing throughout the unit) <a href="#">World Map</a> ---On a World Map locate where each immigrant originated. Put their name on the map on that location. Use geographic terminology to describe the location and physical characteristics. latitude/longitude---absolute/relative location---continent/country---landforms/water---		



Another almanac resource

- Cyberschoolbus (<http://www.un.org/Pubs/CyberSchoolBus/>)  
Information on many countries from the United Nations

Have students give examples of cultural traditions they practice. i.e. fireworks on the 4<sup>th</sup> of July; cake with candles for birthday; certain foods at Thanksgiving

## Standards

### Social Studies SLEs

- H.6.3.6 Recognize individuals who contributed to the common good of society.  
H.6.3.7 Analyze a *timeline* that illustrates selected historical events.  
H.6.3.8 Compare *artifacts* from events in various periods of history.  
G.1.3.12 Utilize the map legend/key to interpret physical maps.  
G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.

### Common Core

#### Reading Standards for Informational Text

- CC.3.RI.12 Determine the main idea of a text; recount the key details & explain how they support the main idea.  
CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
CC.3.RI.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.  
CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.  
CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.  
CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

#### Reading Standards for Literature

- CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

#### Speaking and Listening Standards

- CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

#### Writing Standards

- CC.3.W.1a Introduce the topic or text they are writing about, state an opinion & create an organizational structure that lists reasons.  
CC.3.W.1b Provide reasons that support opinion  
CC.3.W.2 Write informative/explanatory texts to examine a topic & convey ideas & information clearly.  
CC.3.W.2d Provide a concluding statement or section.  
CC.3.W.2a Introduce a topic & group related information together, include illustrations when useful to comprehension.  
CC.3.W.2b Develop the topic with facts, definitions, and details.  
**CC.3.W.3 Write a narrative to develop a real or imagined experience or event using effective techniques, descriptive details, and clear event sequences**



## SS/Literacy Unit 4 Lesson 19 Integrations

Essential Question(s)/Guiding Questions/Lesson Focus/Vocabulary		Activities/Materials/Resources
<b>Essential Question</b> What Makes My Community Diverse? <b>Guiding Questions</b> What evidence do you see of different cultures in your community? What is culture? What can we learn about different groups of people by learning about the country from which they originated?		<b>Weekly Correlated Lessons:</b> CLLG MINILESSON Cause and Effect p. 76 <i>Barefoot: Escape on the Underground Railroad</i>  Have students share their research. Discuss how the information they gathered provides clues to the challenges immigrants experience and an understanding of how their cultures and way of life is evident in communities throughout the United States.  Review the tools that have been used as student’s study both past and present immigrants and their diverse cultures. <ul style="list-style-type: none"><li>• Artifacts</li><li>• Primary and Secondary Sources</li><li>• Oral History</li></ul> If time permits below are two lessons that use primary sources and historical objects to piece together the story of Victoria Confino, an immigrant who lived in 97 Orchard Street, New York City almost one hundred years ago. <ul style="list-style-type: none"><li>• <a href="#">Primary Source Lesson Grades 1-3</a> and <a href="#">Primary Source Lesson Grades 4-5</a></li><li>• Historical Objects Lesson Grades 1-3 and Historical Objects Lesson Grades 4-5</li></ul>
<b>Social Studies Focus</b>	<b>Literacy Focus</b>	
Cultures What Makes My Community Diverse?	<b>Skill</b> Cause and Effect <b>Strategy</b> Summarize <b>Genre</b> Fantasy/Myth <b>Writing</b> Narrative: Imaginative	
<b>Writing</b>	<b>Vocabulary</b>	
If you were to invent a cultural tradition or ritual, what would it be? A food? A dance? A Holiday Tradition? Describe your new tradition and why you would have people practice it. You could also write an imaginative narrative telling about how someone is practicing this cultural tradition.	<b>Culture</b> <b>Primary Documents</b> <b>Secondary Documents</b> <b>Artifacts</b>	
<b>Assessment</b>		
Country Research Shared Research Project <a href="#">World Map</a> Label each country on the map and use geographic terms to describe location.		

**Standards****Social Studies SLEs**

H.6.3.6 Recognize individuals who contributed to the common good of society.

H.6.3.7 Analyze a *timeline* that illustrates selected historical events.

H.6.3.8 Compare *artifacts* from events in various periods of history.

G.1.3.12 Utilize the map legend/key to interpret physical maps.

G.1.3.13 Locate places on contemporary maps using cardinal and intermediate directions, map scales, legends, and titles.

**Common Core****Reading Standards for Informational Text**

CC.3.RI.2 Determine the main idea of a text; recount the key details & explain how they support the main idea.

CC.3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CC.3.RI.3 Describe the relationship between a series of historical events using language that pertains to time, sequence, and cause/effect.

CC.3.RI.5 Use text features & search tools to locate information relevant to a given topic efficiently.

CC.3.RI.17 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.

CC.3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject.

**Reading Standards for Literacy**

CC.3.RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.

**Speaking and Listening Standards**

CC.3.SL.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas & expressing their own clearly.

**Writing Standards**

CC.3.W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.